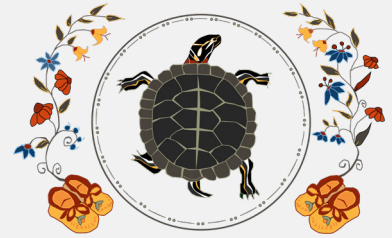




Basket 1: Exploring with Video Handout: Instructor Guide



This first basket includes five learning activities that introduce participants to the elements of video analysis. They help participants practice using video to identify and improve specific teaching practices, to reflect on their own and with others, and to solicit and provide formative feedback. We encourage you to use this as an opportunity to explore the stories unfolding in classrooms and care giving and open an important window into how your learners are understanding what happens in the classroom and their own practice. For any of the activities, if you have learners who are also educators and can offer videos of their own practice to explore, we encourage you to invite them to share those as well.

This basket also includes Courageous Learning activities #1-4 reflecting on one's own learning.

Purpose

We use “explore” in the title of this section because it indicates we don't always know what we will find. Before we start to apply focused effort to specifically understand and improve our practice, we want to make sure educators and learners can embrace the adventure and mystery of exploration and discover - uncover - their own strengths and knowledge. These activities will offer the opportunity to explore what we see, how we interpret, what biases might be present, what we might do differently, what we choose to focus on as we move to better understand our own practice. We want learners to become comfortable with the process, and the conversations we have with them around video go a long way to building the relevance and necessary feelings of safety to ultimately discuss video of one's own practice.

These are especially good activities to use with new educators or learners who do not directly or regularly work with children. They help establish the relevance of much of the theory and knowledge they may be gaining in coursework and provide you, as the instructor, with important windows into learners' thinking. These activities are also a great way to introduce a new content focus through seeing it in action. They are also designed to show learners how to use and reflect on video. Helping learners navigate the technology aspects involved with low-stakes practice will pay off in their learning and set them up for success in later video assignments that may be graded.

Scope and Sequence

Video Activities

- **Activity #1: Visual Thinking Strategies**
Participants practice using Visual Thinking Strategies (VTS) using a static image (<https://vtshome.org/>)
- **Activity #2: Anishinaabe Story Telling**
Participants practice video observation using four questions Anishinaabe use to tell stories (Noori, 2013).
- **Activity #3: Eyes of an Educator**
Participants practice video observation from the perspective of themselves as the educator.
- **Activity #4: Providing Formative Feedback**
Participants practice video observation from their perspective as an observer and provide feedback to the educator.
- **Activity #5: Educator – Coach Role Play**
Participants work in pairs to practice video observation from the perspective of both an educator and a coach in a role-play format.

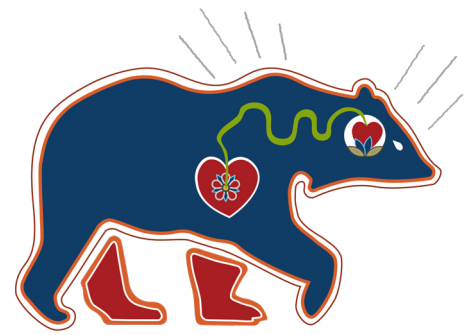


Courageous Learning

Reflection activities include:

Part One: Understanding How You Learn Best

1. Courageous Learning and Finding Purpose
2. How to Start
3. Context is Key, Part 1, Your Learning Environment
4. Context is Key, Part 2: Feeling a Sense of Belonging



Delivery

We recommend these activities be used as in-class or online discussion activities and have noted in the activity document the preferred format for each activity and any special considerations. Almost all activities can be done online or in-person. The differences come when considering synchronous or asynchronous delivery. Some activities rely on the interaction among the participants and instructor, and those we have indicated are best done in a live session, whether online or in-person. You are welcome to adapt as needed. Some of the activities are designed to help increase your understanding of your learners' understandings of child development, teacher-child interactions, and learning environments and processes so you will want to choose the modality that provides you with the strongest understanding and picture of each learner.

Considerations

Adjust for participant experience. The activities are arranged in order, starting with a beginning level of understanding and gradually getting more advanced.

- Decide which activities you want to use based upon participants' teaching experience and understanding of the skills required for watching, describing, and wondering together as a learner and as a teacher.
- If participants are more experienced educators and have engaged in observation and feedback cycles before, or have current access to working with a group of children, you can have them upload videos of their own teaching for the activities.
- Decide whether the activities will be graded or ungraded. If you grade these activities, you can assign different activities to different participants depending on their levels of experience. Give everyone credit for their participation, regardless of which activity they complete.
- Decide on the best format for your class. You can use these activities as a whole group, in small groups, or even one-on-one.



Reference

Noori, M. (2013). Beshaabiiag g'gikenmaaigowag: Comets of knowledge. In J. Doerfler, et al. (Eds) *Centering Anishinaabeg studies: Understanding the world through stories* (pp 35–57). Michigan State University Press. <http://ebookcentral.proquest.com/lib/michstate-ebooks/detail.action?docID=3338298>.

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